

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Berea High School

District: Greenville County

Principal: Mr. William F. Roach, Jr.

Superintendent: Phinnize Fisher

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

The following information must be included in the rationale:

- **Summary of demographic information from 2007 School Report Card**
 - **School Profile (students, teachers, school)**
 - **Population diversity (refer to Performance of Student Groups)**
 - **Free/reduced lunch (refer to Performance of Student Groups)**
- **Three years of data in chart format**
 - **Test Data (PACT/HSAP/EOC Exams)**
 - **Graduation rate (if applicable)**
 - **Additional data pertinent to your school**
- **Summary of process used to develop the FSRP and the persons involved**
- **Narrative of how selected goals will enable the school to meet expected progress**

School and Community Demographics

Berea High School is located in the northwest part of Greenville County, South Carolina, and shares its name with the community it serves. One of fourteen high schools in the school district, Berea is approaching its one hundredth year as an educational institution.

William F. Roach, Jr. is in his fifth year as principal at Berea High; he previously served six years as assistant principal at Berea as well. He leads a faculty and staff of eighty-three educators. Thirty-seven percent of the faculty and staff are male; seven percent are African-American. Fifty-five percent have advanced degrees; seventy-three percent are continuing contract teachers. Only 6.1% have provisional or emergency certificates. More than three-fourths of teachers returned from the previous year. The staff includes four full-time counselors; the school district also funds a Curriculum Resource Teacher and a Career Development Facilitator. In addition, the school's staff includes a Graduation Coach, a position made possible by a joint effort of Greenville County Schools and the Alliance for Quality Education. As a result of its Below Average Absolute Rating on its 2006 School Report Card, Berea received Alternative Technical Assistance funds. With those funds, Berea has added a District Instructional Facilitator in English and one in math.

Educational Level

Bachelors Degree	Bachelors Degree + 18 Hours	Master's Degree	Master's Degree + 30 Hours	Specialist Degree
~39%	~7%	~41%	~13%	~1%

Total Years of Experience

1-5 Years	6-10 Years	11-15 Years	16-20 Years	21+ Years
37	16	7	7	16

Years of Experience at Berea High

1-5 Years	6-10 Years	11-15 Years	16-20 Years	21+ Years
51	14	5	2	11

The community the school serves is a 7.61 square-mile area with a population of 14,158. The racial composition is Caucasian 68%, African-American 16%, Hispanic 13%, and Asian 2%. The community's median income is \$39,980. The yearly income for 4% of homes is \$5000 or less and only 1% of homes have a yearly income of more than \$100,000. Per capita income varies from \$18,088 for whites to \$13,005 for African-Americans to \$8030 for Hispanics. These incomes come from salaries and wages, self-employment, social security, public assistance, and retirement incomes.

Although the school shares its name with the community, students who are zoned to come to Berea High School in some cases live closer to other high schools than they do to Berea. The attendance area includes two isolated pockets several miles from the school. The net result of the way the attendance area is drawn makes it nearly impossible to have a "neighborhood school." The problem is compounded by the district policy of special permission in which students can move from one school to another with relative ease.

The composition of Berea's student body has changed significantly over the past several years. As the percentage of Caucasian students has declined from approximately 58% in 2003-04 to 41% in 2007-08, the percentage of African-Americans has increased from 35% to 38% and the percentage of Hispanic students has increased from 7% to 19% during the same time period.

Student Ethnicity Data

	03/04	04/05	05/06	06/07	07/08
AF AM	416	404	414	410	461
ASIAN	6	8	14	17	16
CAUC	689	584	568	517	492
HISP	80	121	148	180	232
TOTAL	1191	1117	1144	1124	1201

Also significant is the increase in the percent of students on free and reduced lunch, an increase from 35% to 64% over the last five years.

Free and Reduced Lunch Data

03/04	04/05	05/06	06/07	07/08
35%	45%	50%	58%	64%

In fact, the school's poverty index is 73.04, one of the highest in the district. Further evidence of changes in the student body can be seen in the number of students in Special Education; the total number of students in resource, self-contained, and Trainable Mentally Disabled (TMD) classes increased from 179 in 2003-04 to 217 in 2007-08.

Total Special Education Enrollment	02/03	03/04	04/05	05/06	06/07	07/08
TOTAL	162	179	180	211	208	217

Special Education Categories	05/06	06/07	07/08
Resource	85	122	125
Self - Contained	65	72	78
Trainable Mentally Disabled	14	14	14

Several facts concerning area middle schools are helpful in understanding Berea High's current status. Berea's primary feeder schools are Lakeview and Berea Middle Schools; eighty-four percent of the freshman class comes from these two schools. Each of these schools is a Title 1 school and each received an Absolute Rating of Unsatisfactory in 2005. Students who were in middle school in that year were sophomores at Berea High during the 2006-07 year. Even though Berea Middle and Lakeview Middle are the high school's primary feeder schools, ten percent of students entering the ninth grade at BHS come from League and Tanglewood Middle Schools. The remaining six percent of incoming freshmen come from Hughes Academy, Greenville, Northwood, Sevier, Blue Ridge, and Woodmont Middle Schools. An additional factor is that Berea Middle, a school that sends Berea High fifty-four percent of its freshman class, sends students to nine other high schools.

Analysis of School Report Card Data

The 2003-04 School Report Card had an Absolute Rating of *Average* and an Improvement Rating of *Excellent*; however, the most recent report card, 2006-07, shows an Absolute Rating and Improvement Rating of *Unsatisfactory*. This downward trend is a major concern of the faculty and staff.

	04/05	05/06	06/07
ABSOLUTE	AVG (3.0)	BELOW AVG (2.8)	UNSAT (2.5)
IMPROVEMENT	BELOW AVG	UNSAT	UNSAT

The following table shows the percentage the school earned in each criterion and the corresponding point value contributing to the overall Absolute Rating for the past three years.

Criterion	2004-05	2005-06	2006-07
Longitudinal Exit Exam Passage Rate (30%)	95.8% (0.9)	85.4% (0.3)	81.6% (0.3)
First-Attempt HSAP Passage Rate (20%)	57.6% (0.8)	63.2% (1.0)	63% (1.0)
% Scoring 70 or Above on End-of-Course Tests (20%)	N/A	N/A	47.8% (0.6)
Graduation Rate (30%)	64.5% (0.9)	63.9% (0.9)	62% (0.6)

The criteria used to determine the School Report Card have been analyzed not only to determine why we are in our current position but also to strategically plan for real gains in student achievement. The four criteria include longitudinal exit exam passage rate, first-attempt passage rate on the High School Assessment Program (HSAP), percent scoring 70 or above on end-of-course tests, and graduation rate. Three of those criteria – longitudinal HSAP passage rate, End of Course (EOC) passage rate, and graduation rate – have negatively affected Berea’s school report card. A closer look at those students who impacted these criteria revealed that self-contained special education students, students who withdrew to pursue a GED, and students who took more than four years to earn a diploma adversely affected longitudinal and graduation rates.

Students Impacting 2007 Graduation Rate

19 - TMD students and students receiving special education certificates

1 - Student who earned diploma during summer school (passed HSAP)

9 - Students who withdrew from Berea High to pursue GED

22 - Students who earned a state diploma in 4+ years

16 - Students designated as drop-outs but currently enrolled at Berea High School

Students Impacting 2007 HSAP Longitudinal Passage Rate

16 - Students who dropped out prior to passing HSAP

9 - Students who dropped out to pursue GED prior to passing HSAP

1 - Student who passed HSAP during summer after 4-Year deadline

16 - Students receiving special education certificates who did not pass HSAP

2 - Students enrolled at Berea High School who took HSAP spring, 2007, and did not pass

An analysis of Performance by Student Groups on the 2007 School Report Card supplied significant additional data; as the chart below indicates, clearly achievement gaps exist among ethnic groups, gender groups, and students on free and reduced lunch.

2007 School Report Card Performance by Student Groups	Longitudinal Exit Exam Passage Rate	First-Attempt HSAP Passage Rate ELA	First-Attempt HSAP Passage Rate Math	% Scoring 70 or Above on End-of-Course Tests	Graduation Rate
All Students	81.6%	81.7%	69.8%	47.8%	62.0%
Male	78.4%	75.9%	65.6%	50.0%	55.8%
Female	84.8%	87.2%	70%	45.8%	68.3%
White	88.6%	89.6%	78.9%	58.2%	68.0%
African American	74.2%	74.3%	58.7%	37.9%	58.8%
Asian/Pacific Islander	NA	NA	NA	NA	NA
Hispanic	77.3%	76.7%	69.8%	44.0%	50.0%
American Indian/Alaskan	NA	NA	NA	NA	NA
Disabilities Other Than Speech	54.1%	38.6%	30.2%	32.3%	33.3%
Subsidized Meals	79.3%	75.4%	63.9%	43.8%	61.7%

Based on the total analysis of school report card data, the faculty and staff set the following goals at the beginning of the 2007-08 school year:

- reach 91% longitudinal passage rate on HSAP;
- reach 63% passage rate for those taking HSAP for the first time in the spring of 2008,
- reach a 45% passage rate for students taking end-of-course tests in English I, Algebra I, and Physical Science;
- reach a graduation rate of 63%.

Reaching these goals would result in an Absolute Rating of *Average* and an Improvement Rating of *Excellent*.

Development of the Focused School Renewal Plan

While the school will continue to pursue each of the previously set goals, it has developed three additional, more targeted goals as a result of the Focused School Renewal planning process begun in February, 2008. The school's target is to improve its Absolute Rating by .3 by November 1, 2010. The Focused School Renewal Plan (FSRP) that follows this rationale includes these three goals and the strategies to reach them.

In preparing the FSRP, the school's leadership team reviewed the four criteria used to compute the School Report Card. For the past two years the school has received a 1.0 on the first-attempt passage rate for students taking the High School Assessment Program (HSAP) exam. This is the highest rating possible for this criterion; therefore, it is imperative that the school continues to reach this level. Therefore, the team determined one of the school's FSRP goals will focus on maintaining the current, first-time passage rate.

A second goal concerns another criterion used to compute the School Report Card - the longitudinal passage rate of the high school exit exam, or the HSAP. The school's rating in this area severely affected the 2007 report card as the school had an 81.6% longitudinal passage rate and, consequently, received only a rating of .3 of a possible 1.5. The importance of this criterion is underscored by the fact that this criterion constitutes 30 percent of the overall rating. The school's FSRP goal for longitudinal passage rate will be to move to an 87.6% longitudinal passage rate, an increase of six percent from its 2007 rate. Reaching this goal will increase the school's overall Absolute Rating by .3.

The third goal in the FSRP concerns graduation rate. The team noted in reviewing the graduation rate data that the school missed receiving .9 of a possible 1.5 by only one student in 2007. Further, the team noted that the 2007 graduation rate was adversely impacted by two groups of students - nine students who left Berea to pursue their GED and twenty-two students who graduated from Berea but did not do so within four years. All thirty-one of these students counted as drop-outs when computing our 2007 graduation rate, thus contributing to the school's having a graduation rate of 62% in 2007. Data cited earlier in this document that revealed achievement gaps among several groups were strongly considered in developing this graduation rate goal. The team agreed that by focusing attention on the academic progress of underclassmen, on reducing the number of students who leave school to pursue a GED, and on potential students who may drop-out because of poor grades or insufficient

units, the number of students eligible to graduate would increase. Again, the graduation rate criterion is critical as it counts 30% of the total rating. Therefore, increasing the rate to the next range, 62.2%-79.5%, is the focus of the school's third goal; doing so will result in Berea's moving from a rating of .6 of 1.0 to .9 of 1.0 in the graduation rate criterion.

In summary, in an attempt to improve Berea High School's Absolute Rating by .3 by 2010, the school will implement additional strategies that focus on

- ✓ increasing its graduation rate to 63%,
- ✓ increasing its first-time HSAP passage rate to 65%, and
- ✓ increasing its longitudinal passage rate to 87.3%.

It should be noted that the fourth criterion used to compute the school's Absolute Rating, passage rate on end-of-course (EOC) tests, will continue to be addressed at Berea. However, the leadership team elected not to specifically address EOC passage rate in the FSRP. The courses that have or will have an EOC test are not known at this time; physical science currently has an EOC but biology may take its place as the science course with an EOC test. In addition, the state has not determined when U.S. History will have an EOC test and become a factor on the school report card. On its 2007 report card, Berea's passage rate was at the lower end of the 41.6%-72.3% range; with the uncertainty about the EOC test, the team felt that developing a strategy to move to the next range would be most difficult. At the same time, the strategies developed to address the goals in the FSRP should also impact students taking end-of-course tests. Additional initiatives are also planned to more adequately prepare students for successfully completing EOC tests.

The leadership team presented its draft of the three goals cited above. After consultation with the school's External Review Team members, the goals were revised to be sure each met the SMART goal requirements. The team then divided into smaller groups to begin to develop strategies needed to achieve each goal. Those drafts were presented to the full team for discussion. Teachers and staff on their planning periods reviewed each goal and offered suggestions of activities/strategies the school should continue as well as additional ones that should be considered. In addition, students provided input as to what strategies have been helpful in the past to prepare them for HSAP as well as to help them graduate on time. Copies of the FSRP draft were sent to all members of the School Improvement Council (SIC) and given an opportunity to provide feedback. Jennifer Wagner, Continuous Improvement Coordinator, met with the team and provided district support as the plan was being developed. The team incorporated those suggestions into its original ideas and completed the template for each goal.

Implementation of the FSRP

The strategies to meet the Focused School Renewal Plan (FSRP) goals are based in large part on several existing programs as well as additional, research-based programs, strategies, and initiatives determined to be potentially helpful to Berea's students. Since becoming a member of the *High Schools that Work (HSTW)* network, BHS has worked to implement the 10 Key Practices identified by *HSTW*. The practices have become part of the school's ongoing efforts to improve student achievement. The school

has used USA Test Prep to help students prepare for HSAP; upon further research as to the effectiveness of the program, our strategies include more extensive use of its components. Measures of Academic Progress (MAP) tests in English, language, and math will be administered to predict performance on HSAP and to structure appropriate, focused preparation for students taking that test.

Setting high expectations is one of the key practices endorsed by *HSTW*. The administration and faculty set high academic as well as personal behavior standards for all students. For the 2007-08 school year, Berea has established the Out the Door in Four initiative which determines specific goals for each student; successful completion of these goals will help to ensure that students earn the necessary credits to move from one grade to the next and to ultimately graduate on time. Early data are encouraging; 95 students earned enough credits first semester of the 2007-08 to be promoted to the next grade level mid-year. As result of this success rate, there are now only 25 repeat ninth graders. Another *HSTW* key practice, numerous opportunities for extra help, is supported by the Homework Center, Cram for Exams, and tutoring sessions with individual teachers. The advisor/advisee program provides another adult to encourage students and help monitor their progress toward reaching their personal goals. The Freshman Academy includes two teams of teachers with common planning time; great effort is made to improve the transition from middle to high school and to ensure that ninth graders earn enough credits to move to grade 10. Research indicates that students who pass ninth grade on their first attempt have a better than ninety percent chance of graduating in four years; the Academy's staff of an administrator, counselor, a graduation coach, and two teams of teachers works diligently to make sure that freshmen become sophomores after their first year of high school.

The administration, the leadership team, and the entire faculty, as well as members of the SIC and representatives from the student body, embrace the Focused School Renewal Plan as a means to improve student achievement at Berea High School; they are committed to its successful implementation.

Addendum

Berea's original FSRP identified *NovaNet Credit Recovery* as a strategy to provide opportunities for students who need to earn additional credits. The Greenville School District has replaced that program with *Apex Learning: A Digital Curriculum for Differentiated Instruction*. Focused Goal 1, Strategy 1.1.B, now reflects that change in programs.

In Focused Goal 2, Strategy 2.2.A and Strategy 2.2.B, "reading strategy" now reads "authentic literacy." The latter term more accurately reflects the school's emphasis on reading, writing, and discussion as the key components of its literacy emphasis.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

- All information that is pertinent to the implementation of the FSRP
- Testing (MAP, Benchmark, etc.)
- Disaggregation and ongoing utilization of data to guide instruction
- Professional development that needs to be scheduled
- Implementation/monitoring of specific strategies

SCHOOL TIMELINE	
JUNE 2008	<p>Schedule students into Apex classes (1.1.B)</p> <p>Departments begin working on common syllabi (1.2.A)</p>
JULY 2008	<p>Schedule students into Twilight School (1.1.A)</p> <p>Study groups will begin researching and identifying effective strategies to close the graduation rate gaps. (1.4.A)</p>
AUGUST 2008	<p>8/19 – Verify that all students who require double blocking have been scheduled (1.1.C)</p> <p>8/20 – Continuous remediation will be provided by the subject-area teacher for any student who has not passed one or more parts of the HSAP and is currently enrolled in that subject. (3.1.H)</p> <p>8/25-8/29 – Each Freshman Academy team will meet during their common planning period to identify at-risk students and to develop strategies to increase passage rate. (1.2.C)</p> <p>8/27 – Professional Development on Reading Strategies Across the Curriculum (2.2.A)</p>
SEPTEMBER 2008	<p>Principal observations with feedback begin (P1.3, P1.5)</p> <p>9/2 - FSRP Leadership team meeting; pacing guide and syllabi completed</p> <p>9/2-9/12 – “Out the Door in 4” reward celebrations for goals accomplished for 2007-2008. (1.3.A)</p> <p>9/3 - Professional Development</p> <ul style="list-style-type: none"> ♦ Choosing appropriate PAS-T goals (P1.4) <p>9/3 – 9/17 – MAP Testing (2.1.B, 3.1.B)</p> <p>9/8-9/12 – Each Freshman Academy team will meet during their common planning period to identify at-risk students and to develop strategies to increase passage rate. (1.2.C)</p>

	<p>9/10 – English/math Departments training on use of MAP Data interpretation and use of DesCartes Continuum (2.1.A, 3.1.A) Departments will verify that common syllabi have been developed and distributed (1.2.A) Departments will identify/discuss students who are at risk of failing (1.2.B)</p> <p>9/5-9/19 – Professional Development</p> <ul style="list-style-type: none"> ♦ Data from MAP Testing will be used by mathematics and English teachers to establish benchmarks and to set PAS-T goals (2.1.C) ♦ MAP scores will be analyzed to determine each longitudinal HSAP student’s remediation needs in order to pass the HSAP. (3.1.C) <p>9/18 – Advisor/Advisee meeting</p> <ul style="list-style-type: none"> ♦ Students will receive information and goals for the “Out the Door in 4” program. (1.3.A & B) <p>9/22 - Pull-out sessions will begin for any student who has failed one or more parts of the HSAP and who is not enrolled in corresponding English and math class. (3.1.G)</p> <p>9/22-9/26 – Each Freshman Academy team will meet during their common planning period to identify at-risk students and to develop strategies to increase passage rate. (1.2.C)</p> <p>9/25 – Teachers’ PAS-T Goals due to administrator (2.1.E, 3.1.F)</p>
<p>OCTOBER 2008</p>	<p>Professional Development</p> <ul style="list-style-type: none"> ♦ Principal will attend SASI workshop (P1.1) <p>10/1 - Professional Development</p> <ul style="list-style-type: none"> ♦ Principal will share findings from HSAP benchmark data (P2.2) <p>10/2 – Freshman Academy teams meet jointly to identify at-risk students and to develop strategies to increase passage rates (1.2.C)</p> <p>10/6-10/10 – Each Freshman Academy team will meet during their common planning period to identify at-risk students and to develop strategies to increase passage rate. (1.2.C)</p> <p>10/7 – FSRP Leadership team meeting</p> <p>10/8 – Department Meetings - Departments will identify/discuss students who are at risk of failing (1.2.B)</p>

	<p>10/15 – Professional Development</p> <ul style="list-style-type: none"> ♦ Small-group sessions will be provided for teachers within specific departments for improving reading strategies (2.2.B) <p>10/20-10/24 – Each Freshman Academy team will meet during their common planning to identify at-risk students and to develop strategies to increase passage rate. (1.2.C)</p> <p>10/30 – Advisor/Advisee meeting</p> <ul style="list-style-type: none"> ♦ Students will chart information for the “Out the Door in 4” program. (1.3.A & B)
NOVEMBER 2008	<p>Professional Development</p> <ul style="list-style-type: none"> ♦ Principal will attend HSAP workshop (P2.1) <p>11/2 – Teacher’s lists of at-risk students due to principal (P1.2)</p> <p>11/3-11/7 – Each Freshman Academy team will meet during their common planning period to identify at-risk students and to develop strategies to increase passage rate. (1.2.C)</p> <p>11/5 - FSRP Leadership team meeting</p> <p>11/6 – Freshman Academy teams meet jointly to identify at-risk students and to develop strategies to increase passage rates (1.2.C)</p> <p>11/12 – Department Meetings – Departments will identify/discuss students who are at risk of failing (1.2.B)</p> <p>11/17-11/21 – Each Freshman Academy team will meet during their common planning period to identify at-risk students and to develop strategies to increase passage rate. (1.2.C)</p> <p>11/19 – Professional Development</p> <ul style="list-style-type: none"> ♦ Small-group sessions will be provided for teachers within specific departments for improving reading strategies (2.2.B)
DECEMBER 2008	<p>12/1 – Advisor/Advisee meeting</p> <ul style="list-style-type: none"> ♦ Students will chart information for the “Out the Door in 4” program. (1.3.A & B) <p>12/1-12/5 – Each Freshman Academy team will meet during their common planning period to identify at-risk students and to develop strategies to increase passage rate. (1.2.C)</p> <p>12/1 – 12/17 – MAP Testing (2.1.B)</p>

	<p>12/2 - FSRP Leadership team meeting</p> <p>12/17 – Professional Development</p> <ul style="list-style-type: none"> ♦ Data from MAP Testing will be used by mathematics and English teachers to establish benchmarks and to determine if PAS-T goals have been met (2.1.C) <p>12/4 – Freshman Academy teams meet jointly to identify at-risk students and to develop strategies to increase passage rates (1.2.C)</p> <p>12/15-12/19 – Each Freshman Academy team will meet during their common planning period to identify at-risk students and to develop strategies to increase passage rate. (1.2.C)</p> <p>12/17 – Analysis and Interpretation of MAP Data (2.1.C)</p>
JANUARY 2009	<p>1/6 - FSRP Leadership team meeting</p> <p>1/8 – Freshman Academy teams meet jointly to identify at-risk students and to develop strategies to increase passage rates (1.2.C)</p> <p>1/12-1/16 – Each Freshman Academy team will meet during their common planning period to identify at-risk students and to develop strategies to increase passage rate. (1.2.C)</p> <p>1/14 – Department Meetings – Departments will identify/discuss students who are at risk of failing (1.2.B)</p> <p>1/21 – Continuous remediation will be provided by the subject-area teacher for any student who has not passed one or more parts of the HSAP and is currently enrolled in that subject. (3.1.H)</p> <p>1/21 – Full Faculty Professional Development on Reading Strategies Across the Curriculum (2.2.A)</p> <p>1/21 – Advisor/Advisee meeting</p> <ul style="list-style-type: none"> ♦ Students will chart information for the “Out the Door in 4” program. (1.3.A & B) <p>1/21 – Report of first semester student progress in Twilight School and NovaNet (1.1)</p> <p>1/26-1/30 – Each Freshman Academy team will meet during their common planning period to identify at-risk students and to develop strategies to increase passage rate. (1.2.C)</p>

	1/29 - Teachers' PAS-T Goals due to administrator (2.1.E, 3.1.F)
FEBRUARY 2009	<p>2/2 - Pull-out sessions will begin for any student who has failed one or more parts of the HSAP and who is not enrolled in corresponding in English and math class. (3.1.G)</p> <p>2/3 - FSRP Leadership team meeting</p> <p>2/5 – Freshman Academy teams meet jointly to identify at-risk students and to develop strategies to increase passage rates (1.2.C)</p> <p>2/9 - Teachers will begin to pre-register students for classes needed to graduate (1.1.D)</p> <p>2/9-2/13 – Each Freshman Academy team will meet during their common planning period to identify at-risk students and to develop strategies to increase passage rate. (1.2.C)</p> <p>2/9-2/13 – “Out the Door in 4” reward celebrations for attendance and tardy goals accomplished for first semester 2008. (1.3.A)</p> <p>2/11 – Department Meetings – Departments will identify/discuss students who are at risk of failing (1.2.B)</p> <p>2/18 – Professional Development</p> <ul style="list-style-type: none"> ♦ Small-group sessions will be provided for teachers within specific departments for improving reading strategies (2.2.B) <p>2/19 – Advisor/Advisee meeting</p> <ul style="list-style-type: none"> ♦ Students will chart information for the “Out the Door in 4” program. (1.3.A & B) <p>2/23-2/27 – Each Freshman Academy team will meet during their common planning period to identify at-risk students and to develop strategies to increase passage rate. (1.2.C)</p> <p>TBD – MAP testing of students who have not scored level 2 or above on HSAP as predicted by their MAP rit scores. (2.1.D, 3.1.E)</p>
MARCH 2009	<p>3/3 - FSRP Leadership team meeting</p> <p>3/5 – Freshman Academy teams meet jointly to identify at-risk students and to develop strategies to increase passage rates (1.2.C)</p>

	<p>3/9-3/13 – Each Freshman Academy team will meet during their common planning period to identify at-risk students and to develop strategies to increase passage rate. (1.2.C)</p> <p>3/9 – 3/18 – MAP Testing (2.1.B)</p> <p>3/11 – Department Meetings – Departments will identify/discuss students who are at risk of failing (1.2.B)</p> <p>3/18 – Professional Development – Analysis and Interpretation of MAP Data (2.1.C)</p> <p>3/23-3/27 – Each Freshman Academy team will meet during their common planning period to identify at-risk students and to develop strategies to increase passage rate. (1.2.C)</p> <p>3/31 – Advisor/Advisee meeting ♦ Students will chart information for the “Out the Door in 4” program. (1.3.A & B)</p>
APRIL 2009	<p>4/2 – Freshman Academy teams meet jointly to identify at-risk students and to develop strategies to increase passage rates (1.2.C)</p> <p>4/3 – Teacher’s list of at risk students due to principal (P1.2)</p> <p>4/13-4/17 – Each Freshman Academy team will meet during their common planning period to identify at-risk students and to develop strategies to increase passage rate. (1.2.C)</p> <p>4/14 - FSRP Leadership team meeting</p> <p>4/15 – Professional Development ♦ Small-group sessions will be provided for teachers within specific departments for improving reading strategies (2.2.B)</p> <p>4/27-5/1 – Each Freshman Academy team will meet during their common planning period to identify at-risk students and to develop strategies to increase passage rate. (1.2.C)</p>
MAY 2009	<p>5/4 – Advisor/Advisee meeting ♦ Students will chart information for the “Out the Door in 4” program. (1.3.A & B)</p> <p>5/5 - FSRP Leadership team meeting</p> <p>5/7 – Freshman Academy teams meet jointly to identify at-risk students and to develop strategies to increase passage rates (1.2.C)</p>

	<p>5/11-5/15 – Each Freshman Academy team will meet during their common planning period to identify at-risk students and to develop strategies to increase passage rate. (1.2.C)</p>
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	<p>5/18-29 – “Out the Door in 4” reward celebrations for senior goals accomplished for 2008-2009. (1.3.A)</p>
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**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1: By April 1, 2009, 63% of fourth-year students will be enrolled in all the courses required to graduate with a state diploma and passing those courses, as indicated on the 2nd semester 3rd quarter progress report.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1.1 The school will provide extra opportunities for students to receive credit	10th – 12th Grade Guidance Counselors	July, 2008	
1.1.A Twilight School – Guidance Counselors will schedule individual students who will benefit	10th – 12th Grade Guidance Counselors	July, 2008	<ul style="list-style-type: none"> ♦ Confirmation of Acceptance from Greenville County School District (GCSD) will provide confirmation of enrollment. (Crystal Hunt) ♦ Student Conference Notes demonstrate that conference was held. (Crystal Hunt) ♦ Final Grade will provide evidence that credit was earned. (Crystal Hunt)
1.1.B Apex Learning to provide credit recovery	9th – 12th Grade Guidance Counselors	June, 2008	<ul style="list-style-type: none"> ♦ Student Rosters will provide evidence of student enrollment in Apex classes. (Crystal Hunt) ♦ Reports of student progress printed by supervisor will provide evidence of student progress. (Crystal Hunt) ♦ Final Grade will provide evidence that credit was earned. (Crystal Hunt)
1.1.C Double Block core courses for students who are behind	9th – 12th Grade Guidance Counselors	August, 2008	<ul style="list-style-type: none"> ♦ New schedules distributed to students will indicate that courses have been double blocked. (Crystal Hunt) ♦ Progress report and report card grades will demonstrate effectiveness of double blocking. (Crystal Hunt)

1.1.D Teachers will pre-register students for classes needed to graduate (Out the Door in Four)	9th – 12th Grade Guidance Counselors	February, 2008	<ul style="list-style-type: none"> ♦ Registration forms will provide proof that students are pre-registered in required classes. (Crystal Hunt) ♦ Guidance counselors' initials verify that course selection is appropriate for graduation in four years. (Crystal Hunt)
1.2 Teachers will work together in collaborative teams to improve course passage rates.	Principal	June, 2008	
1.2.A Teachers will develop and implement common syllabi and/or pacing guides for English, mathematics, science, and social studies by September 2, 2008.	Assistant Principal for Curriculum (Anne Pressley)	June, 2008 Ongoing	<ul style="list-style-type: none"> ♦ Effective use of pacing guides and common syllabi are evident in observations and lesson plans. (Anne Pressley) ♦ Expectations for unit/lesson planning are developed by each department and approved by the administrative team at the beginning of the year. Plans from all core departments (mathematics, English, science, and social studies) will be reviewed bi-weekly by department chairs using departmental unit plan guidelines. Bi-weekly checklist will be turned into CRT. (Department Chairs and CRT) ♦ If bi-weekly lesson plan review indicates that teacher plans do not include required components, feedback will be provided immediately to teachers through the Blackboard Framework by the department chairs. (Department Chairs) ♦ In conjunction with department chairs, planning support will be provided by District Instructional Facilitators and Curriculum Resource Teacher to teachers who need additional assistance. (CRT – Brenda Benton) ♦ Student performance will be evaluated through grade distributions at progress report time and at the end of each nine weeks to determine the effectiveness of instructional strategies. (Department Chairs) ♦ Pacing guides and common syllabi available for review as of September 2, 2008. (Anne Pressley)

1.2.B Departments will meet monthly to identify at-risk students and to develop intervention strategies to increase passage rates.	Department Chairs	August, 2008	<ul style="list-style-type: none"> ♦ Minutes of meetings will specifically include: List of at-risk students Strategies for intervention (Anne Pressley) ♦ Quarterly departmental passage rate data will show effectiveness of the action to increase passage rate. (Anne Pressley)
1.2.C Individual freshman academy teams will meet bi-weekly, and both teams will meet jointly once a month to identify at-risk students and to develop strategies to increase passage rates.	Freshman Academy Coordinator	August, 2008	<ul style="list-style-type: none"> ♦ Minutes of meetings will specifically include: List of at-risk students Strategies for intervention (Lee Murphy) ♦ Report Cards will provide evidence of effective of the action to increase passage rate. (Lee Murphy)
1.3 The school will establish the high expectation that students will graduate within four years of beginning high school	Principal	August, 2008	
1.3.A The "Out the Door in 4" Program will be used to monitor and reward student progress toward graduation in four years	Curriculum Resource Teacher and District Instructional Facilitators (Mathematics & ELA)	September, 2008	<ul style="list-style-type: none"> ♦ An individualized student plan (included in each student agenda) will include goals set in each of the following areas: specific credits needed for promotion to next grade level, an attendance goal, and a test prep goal. (Katie Smith & Megan Alexander) ♦ Lists of students meeting specific goals will be generated. (Katie Smith & Megan Alexander)
1.3.B Advisors and advisees will review individual student goals and will monitor student progress toward those goals	Guidance Department Chair	September, 2008	<ul style="list-style-type: none"> ♦ Attendance and grade data will be recorded bi-quarterly in agendas. (Katie Smith & Megan Alexander)
1.4 Teachers, administrators and instructional support staff will identify and implement intervention strategies to help close the ethnic and gender graduation rate gaps.	Assistant Principal for Curriculum & Curriculum Resource Teacher	August 2008	
1.4.A Study groups consisting of all administrators, teachers, and instructional support staff will research and identify effective strategies to close the graduation rate gaps.	Curriculum Resource Teacher, Assistant Principal for Curriculum	July, 2008	<ul style="list-style-type: none"> ♦ The professional development calendar and sign-in sheets will provide evidence that such professional development occurred. (Brenda Benton) ♦ Lists of identified at-risk groups and strategies will demonstrate results of this research. (Brenda Benton)

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 2: As predicted by MAP data obtained by April 1, 2009, 65% of first-attempt HSAP students will pass both the ELA and math portions of the HSAP in spring, 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
2.1 Teachers, administrators, and instructional support staff will use MAP data to monitor student progress and to make instructional decisions to increase student achievement.	Assistant Principal for Curriculum, Curriculum Resource Teacher	August, 2008	
2.1.A Professional development will be provided on interpretation of MAP reports and application of DesCartes Continuum to target and address student weaknesses.	Assistant Principal for Curriculum, Curriculum Resource Teacher	September, 2008	♦ Individualized plans for student achievement, based on MAP score analysis, will be available for review. Teacher plans and observations will reflect the implementation of individualized plans. (Anne Pressley)
2.1.B MAP pre-tests and post-tests will be administered to all first attempt HSAP students.	MAP Test Coordinator	September, 2008	♦ Roster of students and their scores will provide evidence of MAP testing. (Cathy Eoute) ♦ A comparison of pre-test and post-test data will be included in teachers' PAS-T portfolios. (Anne Pressley)
2.1.C MAP scores will be analyzed to predict students who need remediation in order to pass the HSAP.	Assistant Principal for Curriculum, Curriculum Resource Teacher, Math and English Department Chairs	September, 2008	♦ Class prediction sheets will provide evidence that students who are in need of remediation have been identified. (Anne Pressley)

2.1.D MAP tests will be administered during the third testing window to first attempt HSAP who exhibit deficiencies in ELA and/or math.	MAP Test Coordinator	February 2009	<ul style="list-style-type: none"> ♦ A comparison of the first, second, and third test results will be compiled by the Leadership Team and posted on English and math <i>File Share</i>. (Anne Pressley)
2.1.E Require that HSAP math and ELA teachers have PAS-T goals that support the FSRP.	Assistant Principal for Curriculum	January, 2009	<ul style="list-style-type: none"> ♦ PAS-T goal sheets will be included in teacher portfolios. (Anne Pressley) ♦ Administrator/teacher conference notes will reflect that goals have been met. (Anne Pressley)
2.2 Authentic literacy strategies will be incorporated in English, Social Studies, Science, and Resource Classes to increase student achievement.	Assistant Principal for Curriculum and Curriculum Resource Teacher	August, 2008	
2.2.A Professional development will be provided on effective authentic literacy strategies once each semester to the following departments: English, Social Studies, Science, and Special Education (Resource)	Assistant Principal for Curriculum and Curriculum Resource Teacher	August, 2008	<ul style="list-style-type: none"> ♦ Written evidence (departmental walkthrough forms) and observations (posted on individual teacher blogs) will provide documentation of strategies incorporated in classes. Progress will be documented through minutes of monthly meetings between the administration and instructional team.(Brenda Benton) ♦ Teachers will provide written feedback on professional development a minimum of once a semester. (Megan Alexander and Brenda Benton) ♦ Teacher feedback and bi-quarterly student performance data (grade distributions) will be used to plan future professional development opportunities. (Brenda Benton and Anne Pressley) ♦ Professional development sessions will occur a minimum of once each semester. (CRT and DIFs)
2.2.B Small-group sessions will be provided for teachers within specific departments for improving authentic literacy strategies.	Assistant Principal for Curriculum and Curriculum Resource Teacher	October, 2008	<ul style="list-style-type: none"> ♦ English, science, social studies, and special education teachers will receive professional development on authentic literacy strategies each semester as documented by the District Instructional Facilitator for English. (Megan Alexander) ♦ Additional evidence for this strategy will be documented through indicators in strategy 2.2.A.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 3: By April 1, 2009, at least 87.3% of the Longitudinal HSAP students will have passed the HSAP or will be predicted to pass the HSAP as indicated by their MAP data.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
3.1 Teachers, administrators, and instructional support staff will use MAP data to monitor student progress and to make instructional decisions to increase student achievement.	Assistant Principal for Curriculum, Curriculum Resource Teacher	August, 2008	
3.1.A Professional development will be provided on interpretation of reports and application of DesCartes Continuum to target and address student weaknesses.	Assistant Principal for Curriculum, Curriculum Resource Teacher	August 2008	<ul style="list-style-type: none"> ♦ English and math teachers along with the administration and instructional support team will participate in the DesCartes Continuum training documented on the professional development calendar. (Anne Pressley) ♦ Individualized plans for student achievement, based on MAP score analysis, will be designed by the District Instructional Facilitators and will be used to provide remediation for longitudinal students. (DIFs) ♦ Sign-in sheets will show that English and math teachers, administrators and instructional support team attended professional development. (Brenda Benton) English teachers, math teachers, and instructional support team will use information from DesCartes Continuum to provide individual remediation for longitudinal students as documented by semester checklist. (Instructional Support Team) ♦ Mid-semester feedback through e-mail

			responses will be provided by teachers who received DesCartes training as to the usefulness of the continuum for remediation of longitudinal students. (Anne Pressley)
3.1.B MAP tests will be administered during the first testing window of 2008-2009 to any student who has not passed one or both portions of the HSAP.	MAP Test Coordinator	September, 2008	<ul style="list-style-type: none"> ♦ Roster of students and their scores will provide evidence of MAP testing. (Cathy Eoute)
3.1.C MAP scores will be analyzed to determine each student's remediation needs in order to pass the HSAP.	Assistant Principal for Curriculum, Curriculum Resource Teacher, Math and English Department Chairs	September, 2008	<ul style="list-style-type: none"> ♦ Class prediction sheets will provide evidence that students who are in need remediation have been identified. (Anne Pressley)
3.1.D MAP tests will be administered for any student who has not passed one or both parts of the HSAP in January 2009.	MAP Test Coordinator	January, 2009	<ul style="list-style-type: none"> ♦ A comparison of pre-test and post-test data will be included in teachers' PAS-T portfolios. (Anne Pressley)
3.1.E MAP tests will be administered during March 2009 to any student who has not passed one or both parts of the HSAP.	MAP Test Coordinator	February, 2009	<ul style="list-style-type: none"> ♦ A comparison of the first, second, and third test results will be compiled by the Leadership Team and posted on English and math <i>File Share</i>. (Anne Pressley)
3.1.F Require that HSAP math and ELA teachers have PAS-T goals that support the FSRP.	Assistant Principal for Curriculum	January, 2009	<ul style="list-style-type: none"> ♦ PAS-T goal sheets will be included in teacher portfolios. (Anne Pressley) ♦ Administrator/teacher/DIF conference notes will reflect that goals have been met. (Anne Pressley)
3.1.G Pull-out sessions will be provided for any student who has not passed one or more parts of the HSAP and who is not enrolled in corresponding English and math class.	Assistant Principal for Curriculum, Curriculum Resource Teacher, and District Instructional Facilitator (Math)	September, 2008	<ul style="list-style-type: none"> ♦ Rosters, agendas, and materials from pull-out sessions will provide evidence of remediation. (Brenda Benton) ♦ Fall HSAP results and MAP post-test results will be provided. (Brenda Benton & Katie Smith)

<p>3.1.H Remediation will be provided by the subject-area teacher for any student who has not passed one or more parts of the HSAP and is currently enrolled in that subject.</p>	<p>English and math department chairs</p>	<p>September, 2008</p>	<ul style="list-style-type: none"> ♦ English teachers, math teachers, and instructional support team will use information from DesCartes Continuum to provide individual remediation for longitudinal students as documented by semester checklist. (Instructional Support Team) ♦ Fall HSAP results and MAP data will provide evidence of the effectiveness of remediation. (DIF's and CRT)
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1: By April 1, 2009, 63% of fourth-year students will be enrolled in all the courses required to graduate with a state diploma and passing those courses, as indicated on the 2nd semester 3rd quarter progress report.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
P1.1 The principal will attend professional development on the importance of and how to maintain clean student data in SASI.	Principal	October, 2008 Ongoing	<ul style="list-style-type: none"> ♦ The agenda and PowerPoint notes will provide evidence that the principal received SASI training. (Bill Roach) ♦ Quarterly 9GR6 reports will be reviewed and will provide evidence that 9GR6 students are coded properly for accurate graduation rate calculation. (Crystal Hunt)
P1.2 The principal will require teachers to identify students that are at-risk of failing and develop strategies that they have in place to improve performance.	Principal	November, 2008 Ongoing	<ul style="list-style-type: none"> ♦ Twice a semester, teachers of 9GR6 students will turn in at-risk forms that include intervention strategies to the principal. (Bill Roach) ♦ Quarterly grade reports will demonstrate the effectiveness of the strategy. (Anne Pressley)
P1.3 The principal will complete instructional observations, looking for evidence that teachers are using identified strategies to increase learning.	Principal	September, 2008 Ongoing	<ul style="list-style-type: none"> ♦ Bi-weekly observation schedule will show that the principal is observing teachers of 9GR6 students using departmental observation forms. (Bill Roach) ♦ Teachers who are observed will receive online feedback bi-weekly on Blackboard. (Bill Roach) ♦ If bi-weekly observations indicate that any teacher is not adequately using identified strategies, feedback will be provided immediately to the teacher through the Blackboard Framework by the principal. (Bill Roach)

			<ul style="list-style-type: none"> ♦ In conjunction with the principal and other administrators, instructional support will be provided by District Instructional Facilitators, Curriculum Resource Teacher, and department chairs to teachers who need additional assistance. (Bill Roach) ♦ Quarterly 9GR6 reports will be reviewed and will provide evidence of the number of 9GR6 students who are on track to graduate. (Crystal Hunt)
P1.4 The principal will lead professional development on choosing PAS-T goals that will drive improvements in student achievement.	Principal, Assistant Principal for Curriculum	September, 2008 Ongoing	<ul style="list-style-type: none"> ♦ The agenda will provide evidence that teachers received annual professional development on choosing PAS-T goals that will drive student achievement. (Bill Roach) ♦ Sign in sheets will provide evidence that teachers attended professional development session. (Bill Roach) ♦ Follow-up will be given to teachers who need additional assistance developing appropriate PAS-T goals by department chairs, administrators, and the instructional support team. The teacher will make corrections and re-submit goals for final approval. (Anne Pressley) ♦ Approved PAS-T goal sheets located in PAS-T notebook will provide evidence that teachers chose PAS-T goals that will drive improvements in student achievement. (Bill Roach)
P1.5 The principal and assistant principals will provide feedback to teachers after observations.	Principal	September, 2008 Ongoing	<ul style="list-style-type: none"> ♦ Bi-weekly observation schedule will show that the principal is observing teachers of 9GR6 students using departmental observation forms. (Bill Roach) ♦ Teachers who are observed will receive online feedback bi-weekly on Blackboard. (Bill Roach) ♦ If bi-weekly observations indicate that any teacher is not adequately using identified strategies, feedback will be provided immediately to the teacher through the Blackboard Framework by the principal. (Bill Roach)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: As predicted by MAP data obtained by April 1, 2009, 65% of first-attempt HSAP students will pass both the ELA and math portions of the HSAP in spring, 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
P2.1 The Principal will attend staff development on how the HSAP exam is scored.	Principal	November, 2008	<ul style="list-style-type: none"> ♦ The agenda and GCSD summary of current earned in-service points document will provide evidence that the principal attended HSAP professional development in November 2008.(Bill Roach) ♦ The principal will provide professional development to all HSAP English and math teachers. Agendas and sign-in sheets will provide evidence of the training. (Bill Roach) ♦ Evaluation forms will be completed at the conclusion of professional development session. (Bill Roach)
P2.2 The principal will periodically review HSAP benchmark data for student achievement trends and will share findings with teachers.	Principal, MAP Coordinator	October, 2008 Ongoing	<ul style="list-style-type: none"> ♦ Mid-semester faculty meeting agendas will provide evidence that HSAP benchmark data are shared with the faculty. (Bill Roach) ♦ Based on HSAP benchmark data, review sessions will be provided for students who have not yet been predicted to pass HSAP. (DIFs and CRT) ♦ HSAP benchmark summary reports will show the effectiveness of this strategy. (DIFs)
P2.3 The principal will require all teachers to have PAS-T goals that support the FSRP.	Principal, Assistant Principal for Curriculum	September, 2008 Ongoing	<ul style="list-style-type: none"> ♦ Assistance will be given to teachers of first-attempt HSAP students who need support in developing appropriate PAS-T goals by department chairs, administrators, and the instructional support team. (Anne Pressley) ♦ Approved PAS-T goal sheets located in PAS-T

			notebook will provide evidence that teachers of first-attempt HSAP students chose PAS-T goals that support the FSRP. (Bill Roach)
P2.4 The principal will require all teachers to read the book <u>Results Now</u> and react to the author's thesis, main ideas, and key concepts and how these relate to improving student achievement.	Principal, Assistant Principal for Curriculum	August, 2008 Ongoing	♦ Ongoing blog entries on Blackboard will verify teacher's participation in the book study and provide an avenue to exchange ideas and teaching strategies. (Anne Pressley) ♦ In February 2009, a survey will provide information on the effectiveness of the strategy. (Bill Roach)

<p>Provide support for school administrators, instructional leadership teams, and counselors to analyze and interpret school data via Ease-e.</p>	<p>Director Research - Dr. Jason McCreary</p>	<p>January 2009</p>	<p>Ease-e is a data warehouse that allows one to query on a variety of data points (student demographics, student attendance, test scores, etc.). Training will be based on the local school needs and requests for data and decisions. Since the product or warehouse we use is in transition, we will not be able to train until the second semester.</p> <p>Onsite follow-up will occur to determine, as appropriate, how data are being used, how instruction has change, how learning has changed, and how interventions, instructional decisions or targeted strategies have been informed or implemented based on data.</p> <p>School reports and Agenda (Maria Sarria and the Research Department)</p>
<p>Provide assistance to principals to monitor progress and assess gaps in outcomes.</p>	<p>Assistant Superintendents of Schools – Drs. Meekins, Peake, and Rogers and Mr. Hamilton</p>	<p>October 2008</p>	<p>Working with the principal and ERTL, ongoing discussions and data analysis monitoring around student and goal achievement will occur.</p> <p>Onsite follow-up will occur to determine progress on implementing strategies from each goal.</p> <p>Meeting agendas (Assistant Supts. Of Schools)</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1: By April 1, 2009, 100% of core content teachers will be given an opportunity to participate in a series of focused professional development opportunities to ensure that 65% of first-attempt HSAP students will pass both the ELA and math portions of the HSAP in spring, 2009.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide training to teachers to use research-based instructional practices in reading and writing, such as Learning Focused.	Assoc. Supt. Dr. Kathy Howard	July 2008	<p>Teachers will continue to be trained in a comprehensive school-based model that provides balanced achievement using research-based strategies to support learning. The research-based strategies are best practices which are driven by a standards-based curriculum. Learning is organized into units of instruction. These best practice research practices include using: Essential Questions, Student Learning Maps, EATS, Summarizing Strategies, Accelerating and Previewing, Rubric Assessed Authentic Assignments, Teaching Higher Order Thinking Skills, and Differentiated Assignments.</p> <p>The school's instructional coach has received endorsement from the Learning Focused company to serve as a trainer. However, each district level content consultant has also been trained and serves as a resource to the school and the coach.</p> <p>Follow-up will be based on use of new knowledge and skills in the classroom.</p> <p>Agendas, principal observations, training logs (Debbie Barron)</p>
Provide training in core content areas (ELA, Math, Science, Social Studies) for best practices (e.g., Training and observations of	Assoc. Supt. Dr. Kathy Howard	July 2008	Staff development training will enhance teachers' skills as they deliver curriculum in the classroom. Training will be delivered based on weaknesses

teachers based on weak delivery of standards as cited by dept. chairs)			<p>found from local data analysis. Follow-up will be based on use of new knowledge and skills in the classroom.</p> <p>Agendas, principal observations, training logs (Dr. Kathy Howard)</p>
Train instructional coaches on effective use of assessments (Train the trainer).	Assoc. Supt. Dr. Kathy Howard	September 2008	<p>Instructional coaches will be trained on effective use of assessments in the classroom. The training will address appropriate forms of formal (summative) and informal (formative) assessment. They will also receive training to design assignments that meet specific learner interests, abilities, and learning styles (differentiated assessments). The instructional coach will return to the building and train teachers in small groups – both interdisciplinary teams and content based groups.</p> <p>Agendas, training logs (Dr. Kathy Howard)</p>
Provide training for teachers on differentiated instruction.	Assoc. Supt. Dr. Kathy Howard	July 2008	<p>The instructional coach will receive training at monthly Instructional Coach meetings on aspects of differentiated instruction. She will return to the school and train the staff through small groups – both interdisciplinary teams and content based groups. Training will specifically address issues of gender, collaborative grouping, learning styles, and skill level (as evidenced by RIT scores).</p> <p>Agendas, training logs (Dr. Kathy Howard)</p>
Provide professional development in the use of intervention strategies for at-risk students.	Assoc. Supt. Dr. Kathy Howard	July 2008	<p>Professional development opportunities in the Framework for Understanding Poverty will provide teachers with skills needed to enhance instruction in the classroom. In addition, it will provide them with strategies on effective classroom management and in building positive relationships with both students and parents as we work toward increasing student achievement.</p> <p>Follow-up will be based on use of new knowledge and skills in the classroom.</p> <p>Agendas, observations, training logs (Olivia Morris)</p>
Provide training for the administrative team on how to assist teachers with writing PAS-T goals to improve student achievement.	Teacher Eval Coord. Patty Fox	August 08	<p>PAS-T goal setting and goal fulfillment can significantly support student achievement. Through this process, appropriate measures of student performance can be identified to provide information on the learning gains of students. Goal setting can</p>

			<p>support the teacher’s use of student achievement measure to assess the teacher’s effectiveness and thus determine the students’ success in the classroom. For this process to be the most effective, administrators will take an active role in supporting the goal writing and goal setting process for their teachers.</p> <p>Minutes from meetings (Brana Myers)</p>
<p>Provide assistance with the development of pacing guides and common syllabi.</p>	<p>Assoc. Supt. Dr. Kathy Howard</p>	<p>July 08</p>	<p>Core content guides and syllabi (standards) are provided on the curriculum connection portal. Monitoring will be provided by updating guides and providing needed assistance at the school site.</p> <p>Meeting agenda (Dr. Kathy Howard)</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2: By April 1, 2009, 100% of appropriate school personnel will be given an opportunity to participate in data analysis and reporting professional development to ensure that as predicted by MAP data, 65% of first-attempt HSAP students will pass both the ELA and math portions of the HSAP in spring, 2009

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide support to school administrators in utilizing MAP scores via Virtual Comparison Groups to make data-driven decisions.	Director Research - Dr. Jason McCreary	October 2008	VCG reports will be presented used by school administrators to diagnose student and teacher areas of strength and deficiencies in ELA and math. Disaggregation will allow administrators to pinpoint which subgroups and students need additional support. Staff will learn how to determine if a program is effective, who begins the year at a higher or lower level, and which teachers create exceptional student growth or failure. Onsite follow-up will occur to determine, as appropriate, how data are being used, how instruction has change, how learning has changed, and how interventions, instructional decisions or targeted strategies have been informed or implemented based on data. School VCG reports and training agenda (Erin Tully and the Research Department)
Provide support for core content teachers in disaggregating and analyzing data to make department-wide and classroom level instructional decisions.	Director Research - Dr. Jason McCreary	October 2008	Dynamic Reporting Suite will be presented and used to simplify data analysis as a classroom tool to help quickly apply test scores to instructional planning and teaching. Onsite follow-up will occur to determine, as appropriate, how data are being used, how instruction has change, how learning has changed,

			<p>and how interventions, instructional decisions or targeted strategies have been informed or implemented based on data.</p> <p>Agenda (April Hammond and the Research Department)</p>
<p>Provide support for school administrators, instructional leadership teams, and counselors to analyze and interpret school data via Ease-e.</p>	<p>Director Research - Dr. Jason McCreary</p>	<p>January 2009</p>	<p>Ease-e is a data warehouse that allows one to query on a variety of data points (student demographics, student attendance, test scores, etc.). Training will be based on the local school needs and requests for data and decisions. Since the product or warehouse we use is in transition, we will not be able to train until the second semester.</p> <p>Onsite follow-up will occur to determine, as appropriate, how data are being used, how instruction has change, how learning has changed, and how interventions, instructional decisions or targeted strategies have been informed or implemented based on data.</p> <p>School reports and Agenda (Maria Sarria and the Research Department)</p>
<p>Provide assistance to principals to monitor progress and assess gaps in outcomes.</p>	<p>Assistant Superintendent s of Schools – Drs. Meekins, Peake, and Rogers and Mr. Hamilton</p>	<p>October 2008</p>	<p>Working with the principal and ERTL, ongoing discussions and data analysis monitoring around student and goal achievement will occur.</p> <p>Onsite follow-up will occur to determine progress on implementing strategies from each goal.</p> <p>Meeting agendas (Assistant Supts. Of Schools)</p>

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

High Schools That Work (HSTW): A school improvement initiative based on the conviction that most students can master rigorous studies when school leaders and teachers create an environment that encourage students to succeed. *HSTW* is the Southern Regional Education Board's (SREB) reform initiative established in 1987. Schools in the *HSTW* network implement 10 Key Practices for changing what is expected of students, what they are taught, and how they are taught. *HSTW* is now the major reform effort at more than 1200 sites in 32 states. (www.sreb.org; "High Schools That Work: Findings from the 1996 and 1998 Assessments," Pamela Frome, Research Triangle Institute, April, 2001)

Measures of Academic Progress (MAP): These are state-aligned computerized adaptive tests that accurately reflect the instructional level of individual students and measures each student's growth over time. MAP tests provide accurate results that can be used to identify skills and concepts previously learned, to diagnose instructional needs, to monitor academic growth over time, and to make data-driven decisions both at the classroom and school levels. (www.nwea.org; "Individual Growth and School Success," Martha S. McCall, G. Gage Kingsbury, Allan Olson, April, 2004)

NovaNET: A comprehensive online courseware system purchased by Greenville County. Designed for students in grades 6-12, NovaNET delivers thousands of hours of research and standards-based, interactive curriculum. At Berea High School, the program is used to help students recover lost credits, to increase graduation rates, and reduce drop-out rates. (www.novanet.org) This program is replaced by Apex Learning.

Out-the-Door-in-4: A goals-based program at Berea High School based on The Baldrige Criteria for Performance Excellence. The Baldrige Criteria provide a systems perspective for understanding performance data. The criteria reflect validated, leading-edge practices; these practices are accepted nationally and internationally as the model for performance excellence. The Education Criteria focus on results and integrate key education themes of teaching and learning. In the program at BHS, each student has academic goals set specifically for him. Those goals are monitored and graphed by each student after each grading period. (www.quality.nist; Baldrige National Quality Program, 2008)

Portfolio Assessment System for Teachers (PAS-T): Teacher assessment program developed by Greenville County Schools. PAS-T is part of South Carolina's system for Assisting, Developing and Evaluating Professional Teaching. (ADEPT) The system addresses eight standards including content, instructional planning and delivery, assessment, learning environment,

communication, professionalism, and student achievement. This model is based on research in teacher evaluation and teacher quality. The eighth standard, "Student Achievement," requires each teacher to write a student performance goal tied directly to academic achievement. (www.scteachers.org)

Authentic Literacy Strategies: A key component of Berea's FSRP is an emphasis on reading strategies. Teachers frequently cite weaknesses in reading as a major factor for low student performance in the classroom as well as on the High School Assessment Program. Several works have supported how powerful and effective focusing on reading strategies can be. (*When Kids Can't Read What Teachers Can Do: A Guide for Teachers 6-12*, Kylene Beer, 2003; *The Power of Reading: Insights From The Research*, Stephen D. Krashen, 2004; *Classroom Instruction That Works: Research Strategies for Increasing Student Achievement*, Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock, 2001)

Twilight High School Program: An option in Greenville County Schools for students who need an alternative setting. Twilight School is available to students age 16 or older; students may qualify based on academic reasons or as a result of individual family circumstances. Classes are available in English and math from 5:30 until 7:00 or from 7:30 until 9:00 Monday through Thursday. (www.greenville.k12.sc.us)

Apex Learning: A Digital Curriculum for Differentiated Instruction: This program purchased by Greenville County Schools provides online learning solutions for credit recovery, remediation, and exam preparation. Each Apex Learning online course provides a complete scope and sequence based on state and national standards. Courses are organized into semesters, units, lessons, and activities. The program is used at Berea High to provide opportunities for student to recover lost credits; doing so, students are more likely stay in school and to earn a high school diploma. (www.apexlearning.com)

Results Now by Mike Schmoker: The author argues there is a gap between what educators know to be best practice and what often occurs in classrooms. He believes "authentic literacy" – reading, writing, and discussion – can close that gap if it becomes the focus of instruction. The final component of Schmoker's thesis is that professional learning communities (PLCs) are the most effective ways to ensure that authentic literacy occurs and that the achievement gap is closed. (ASCD: 2006)